NEW JERSEY
BEST PRACTICES
2002-2003 APPLICATION

Failure to comply with the procedures for submission of the application will result in the elimination of the application.

Application Requirements:

1. **RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.** No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in responding to the statements

2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.

3. Applications must be typed on 8 ½" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. <u>This sentence is in twelve-point Times New Roman.</u>

4. Keyboarded responses to all the statements below must be no more than a total of four pages. Keyboard and number the statement followed by the response. Format your response for clarity.

5. **The information on page 4 and the responses** to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.

6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.

7. **The original and seven copies of the application** must be submitted to the county superintendent of schools by **December 15, 2002**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:

Type of School	Grade Levels	
___ Elementary School		Practice Name **Cultures in Conflict – What have we learned?**
_X_ Middle School	**6,7,8**	Number of Schools with Practice _____
___ Junior High School		Number of Districts with Practice _____
___ High School		Location ___ Urban/City ___ Suburban With Urban Characteristics
___ Other: _____		_X_ Suburban ___ Small City/Town ___ Rural

Check the ONE CATEGORY into which the practice best fits.

___ Arts (Visual and Performing Arts)	___ Gifted and Talented Programs	___ Safe Learning Environment
___ Assessment/Evaluation	___ Guidance and Counseling Programs	___ School-to-Careers/Workplace Readiness
___ Citizenship/Character Education	___ Health and Physical Education	___ Science
___ Diversity and Equity Programs	___ Language Arts Literacy	_X_ Social Studies
___ Early Childhood Education Programs	___ Mathematics	___ Special Education
___ Educational Support Programs	___ Professional Development	___ World Languages/Bilingual Education
___ Educational Technology	___ Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	

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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

2. List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards,** addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

4. Describe how you would replicate the practice in another school and/or district.

*The 2002 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at http://www.state.nj.us/education.

I. Describe the practice proposed for recognition, and list its objectives. Detail how the practice in innovative and how it promotes high student achievement.

A. Description of Proposed Practice:

It is important for young people to realize that the freedom they enjoy did not come without a price. They need to recognize the sacrifices that others have made and will continue to make in the name of liberty. Each year our team focuses on the impact of conflict on society through an interdisciplinary unit – *"Cultures in Conflict- What Have We Learned?"* Upon completion of student research, under the guidance of a teacher/facilitator, the unit concludes with the showcase of exhibits displayed in a student-created "museum". The focus of these exhibits incorporates the following in relation to the conflicts studied:

- *Causes and effects of world conflict throughout the ages*
- *Technology and inventions resulting from conflict*
- *Resiliency of citizens in periods of adversity*
- *Propaganda/Media influences on citizenship during times of conflict*
- *Women /minority roles*
- *Impact on culture*

Upon completion, the students will have demonstrated:
- an awareness of the impact of war on society.
- the effects of conflict on culture, science, history, literature, and the arts.
- the results of good citizenship through ideal standards of conduct.
- the effects of conflict on character development with a focus on resiliency.
- the knowledge to answer these Essential Questions:
    1. *How does resilience sustain humans in times of conflict?*
    2. *In the face of adversity, how has the United States prevailed?*
    3. *How have technological changes enabled the United States to triumph in times of conflict?*
    4. *How can we prevent conflict from repeating itself?*
    5. *Are standards of conduct timeless?*

B. Innovation:

The students go beyond the classroom as they realize that the information they are seeking is not only contained in the school building, but also in the world outside. Members of the community enthusiastically share their personal artifacts: students see first hand a Purple Heart, drawings of German soldiers left behind during liberation, personal letters describing prejudice amongst the troops, letters describing personal accounts of resiliency, interactions with veterans of different conflicts, Holocaust and internment camp survivors, grandparents who describe life in the pre and post war days, on-loan uniforms, old albums, propaganda materials, ration coupons, army ID's – all testimony to the idea that ordinary citizens can sometimes do extraordinary things to unselfishly protect the rights of others. With the help of the community, the students researched and uncovered important concepts about the many conflicts in history. Students were directed to find information from the Internet and textbooks, but more importantly from the community at large. Students interviewed citizens who gave of themselves and found amazing stories in their own neighborhood.

C. High Student Achievement: Using the essential questions as guidelines, students select a topic of interest as mentioned above in Part A.
- **Self management of learning** - Students select a conflict and a focus that holds a particular interest to them. *For example, a group of students may choose to research women and minority roles in World War II, while the same focus may be applied to the Revolutionary, Civil, WWI, Korean, Vietnam, Desert Storm, and Enduring Freedom conflicts.*

- **Students as experts** - Using a myriad of approaches, students learn by actively engaging in web quests, textual investigations, personal interviews, multimedia resources, and researching archives.
- **Students as communicators** - Once the research is completed, students must effectively communicate their findings utilizing maps, posters, computer presentations, video displays, movies, brochures, and/or reenactments keeping in focus at all times the essential questions and objectives.
- **Students as learners** - Working in a cooperative and collaborative setting, students learn that personal responsibility is critical to the success of the team. On the day of the presentation, one measure of student achievements is determined by what others can learn from their findings.
- **Students as critical thinkers** - Through coaching and scoring rubrics, students are evaluated on their ability to analyze the information gathered, as well as synthesize these findings as ways to avoid future conflict.

II. List the specific Core Curriculum Content Standards, including the Cross- Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

Core Curriculum Content Standards

Social Studies

6.2 All students will learn democratic citizenship through the humanities, by studying literature, art, history and philosophy, and related fields.
- Through the use of technology, art and literature students research historical and social causes of conflict.
6.3 All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of NJ, the United States, and the world.
- Students identify consequences of conflict and impact on relationships with other cultures.
6.4 All students will acquire historical understanding of societal ideas and forces throughout the history of NJ, the United States, and the world.
- Students learn the causes of past conflicts and make connections to contemporary ones. *For example: religion, race, political differences, power, economic, etc.*
6.5 All students will acquire historical understanding of varying cultures throughout the history of NJ, the United States, and the world.
- Students learn how different cultures deal with conflict and how the citizens of these cultures demonstrate resilience.

Language Arts

3.5 All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- Studying the use of propaganda, students apply elements of these literary techniques in creating war brochures, posters and ads.

Science

5.3 All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.
- Students develop a timeline of technological advancements during periods of history.
- Using student-created timelines, groups select those technological advancements that pertain to their chosen conflict and use this information in their displays.

5.4 All students will develop an understanding of technology as an application of scientific principles.

- Students use scientific principles to explain the technological advancements in their displays. *For example, students need to understand the laws of motion, forces, and energy to explain how a tank works.*

Visual and Performing Arts

1.5 All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts.

- Students recreate and explain art that originated during times of conflict. *For example, Picasso's* Guernica.
- Students create original pieces of art influenced by their research.

Workplace Readiness Standards:

Standard 2: All students will use information, technology, and other tools.

- Students engage in research through the use of technology to create Power Point presentations, video presentations, posters, reenactments of battles, and a replica of concentration camps.

Standard 3: All students will use critical thinking, decision making, and problem solving skills.

- As the students spend time researching their selected topic, they exercise the ability to think critically and become lifelong learners. For example, a group studying the effects of the Holocaust on German, Jewish and American children reflect on this atrocity by writing and sharing original poetry. Students demonstrate superior citizenship by welcoming veterans and others directly affected by conflict to visit the final product.

Standard 4: All students will demonstrate self management skills

- Students set and attain daily goals guided by a coaching rubric.
- Students complete their projects according to a predetermined calendar.
- Students reflect daily on their strengths and weaknesses after each work session.

III. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

Assessment for this project is both formative and summative.

Formative:

- Coaching rubric - A daily checklist of goals is given to each group to assist them in their research; used as a self-monitoring tool.
- Daily reflections - At the end of each museum work session, groups reflect on their successes and difficulties during the session; a facilitator reviews the reflection and comments and suggestions are shared.
- Cooperative learning - Students are observed during their work sessions and evaluated on their individual participation within the group.

Summative:

- Scoring rubric - Students are assigned a rubric score based on performance criteria- Organization, Content, Final Product, Cooperative Learning, Daily Reflections and Personal Response to the exhibits.

- Brochure -- Along with the display, each group creates a brochure that answers the essential questions and explains how the standards were met.
- Personal response to exhibits - On the presentation day, students tour all the exhibits in the museum and answer key questions created by the presenters of the individual displays.

Using the above assessments, students' educational needs are met by allowing them to utilize skills of time management, collaborative and cooperative learning, researching, and creative expression. Positive community response supported the students' efforts. One such response was found in a local newspaper editorial, "...we're sure these students were able to see that war isn't simply wrong or right, but a complicated circumstance of human interaction."

IV. Describe how you would replicate the practice in another school and or district.
The practicality of this project is that most of the materials needed for success are either available at the school or on loan from community members. The cost of this project is minimal which makes it easy for any school to replicate. Once word gets out that the students are working on the "museum", community response is overwhelming. Those previously involved in a conflict want to share their stories and memorabilia in the hope that others will learn. The following steps can be easily implemented at the secondary level:

- Step 1 - Students are introduced to the objectives and essential questions. Following the completion of an interest survey, students select three areas of interest in order of preference. *For example, technology, propaganda, women's roles/minority roles, etc.*
- Step 2 - The facilitators arrange groups (average 4 students per group) so that the students not only share similar interests, but also reflect diversity.
- Step 3 - Once the groups are assigned, students then select a conflict upon which their focus will be concentrated. *For example, the role of propaganda could be studied by one group concentrating on WWII while another group could research propaganda in Desert Storm.* If doing this "museum" with an individual class, it might be best to study one conflict for all focus groups.
- Step 4 - Museum work sessions are held during the school day coinciding with regularly scheduled academic classes. These sessions are not necessarily held on a daily basis, but over an extended period of time, and are easily adaptable to any schedule.
- Step 5 - Upon completion of their research, each group designs a display to be presented in the "museum."
- Step 6 - Each classroom is transformed into a museum that showcases the students' attention to detail and hard work regarding conflict and its impact. Our museum featured the following themes: "A Young Nation at War", "The Great War-From the Red Scare to the Cold War", "WWII", and the "Modern Wars."
- Step 7 – 'Museum Day' – After the classrooms are set up, the school and outside community are invited to tour the student-created exhibits. Most enjoyable is the interaction between the exhibitors (students) and the community. We decided to extend our "museum touring" into the evening during a scheduled PTA meeting which welcomed not only the parents of our students, but also school board members and the superintendent. Students received positive feedback from the visitors, which included veterans and grandparents who lived during these times of conflict. Their stories proved to be invaluable primary sources that further extended the students' learning.

Enduring Understanding
Ultimately we all want our children to live peacefully with one another, in a world where war is considered an antiquated idea. We hope our 'museum" will plant a seed in the minds of future generations that lessons of history are important in teaching resilience of the human spirit.